

Term Information

Effective Term Autumn 2013
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of Global Studies GE requirement.

What is the rationale for the proposed change(s)?

Please see attached syllabus.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3425
Course Title	History of Japan before 1800
Transcript Abbreviation	Hist Japan to 1800
Course Description	History of Japan to 19th century; emphasis on religion, politics, economic development, social structure and culture.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.

Prereq or concur: English 1110 or equiv, and course work in History at the 2000 level, or permission of instructor.

Exclusions

Not open to students with credit for 548.01

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)

List the number and title of current course being converted

History 548.01: History Japan Before 1800

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Origins of Japanese Civilization
- Adaptation of Chinese models
- Rise of the Samurai
- Popularization of Buddhism
- Era of Civil Wars
- Early Modern Japanese State and Culture
- Shinto
- Warichi land system
- Shogunate
- Relations with outside world

Attachments

- History Assessment plan.doc: Assessment plan
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)
- History 3425 Japan before 1800 with rationale.doc: Syllabus with rationale
(Syllabus. Owner: Roth,Randolph Anthony)
- Concurrences from DEALL.docx: Concurrence
(Concurrence. Owner: Roth,Randolph Anthony)

Comments

- See 11-6-12 e-mail to N. Breyfogle. *(by Vankeerbergen,Bernadette Chantal on 11/06/2012 11:27 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	10/29/2012 11:01 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	10/29/2012 11:01 AM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2012 08:53 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/06/2012 11:27 AM	ASCCAO Approval
Submitted	Roth,Randolph Anthony	12/14/2012 05:24 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	12/14/2012 05:47 PM	Unit Approval
Approved	Heysel,Garett Robert	12/27/2012 06:16 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/27/2012 06:16 PM	ASCCAO Approval

HISTORY 3425
HISTORY OF JAPAN BEFORE 1800
Department of History
The Ohio State University
Spring 2013

Prof. Philip Brown

M, W, F 9 :30

Office Hours (Dulles 146): Monday, Wednesday 12:30-1:20 and by appointment

This course treats the history of Japan from the earliest times to the beginning of the nineteenth century. It touches on a number of areas of politics, economic development, social trends and elements of the history of ideas and religion, samurai, and women, although its main focus is the development of samurai dominance.

Historical Study

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies

Methods. Students explore critical use of primary sources, and practice distinguishing them from secondary sources. A critical challenge lies in practicing generalizing about long-term developments and relationships. **N.B. As students' introduction to pre-modern Japanese history, a period for which there is little broad theorizing, primary emphasis is on conveying a fundamental understanding of the development of pre-modern Japanese political, economic, and social development.**

2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past

Critical evaluation of both English language scholarship/interpretation of pre-modern Japanese history and Japanese scholarly understandings is undertaken.

3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context

Primary focus in the course is on political and economic development through discussion, essays, examination of primary and secondary sources, and consideration of the broader implications of these development on different components of pre-modern Japanese society.

4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects.

Final assignment questions focus on integrating materials that cover extended periods of Japanese pre-modern history and their implications for Japan's entry into the modern global systems of economic and international power relations.

Diversity / Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

Goals of the course that fulfill the GE Learning Outcomes in Global Studies:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World.

Underlying themes include development of political institutions that diverge substantially from patterns of Europe and North America, development of distinctive Japanese patterns of family relationships (especially among the powerful), strict social hierarchies in the absence of significant racial, ethnic and religious difference, and Japan's unusual preparation as a non-European nation for successful entry into the 19th and 20th century global economy.

2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.

Pre-modern Japanese experience is used as a counter-argument to the simplistic treatments of scholar like Landes, Huntington and Ferguson based on "civilizational" characteristics. In addition, the course argues against "Japanese exceptionalism"

and challenges students to consider the ways in which Japan developed distinctive arrangements that served as functional equivalents to Western analogs as well as critically evaluating claims of Japanese uniqueness.

3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.

Throughout the course Japan's experience is compared and contrasted with that of China, Korea, the United States and Europe as appropriate. It is also compared on occasion to the experiences of South and Southeast Asia.

4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.

Students' final papers challenge students to compare and contrast phenomenon from different time periods in Japanese history and to explain why the continuities and changes they discover appear.

5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.

While this criteria may well apply for much of the world from the 17th century onward, especially in the 20th and 21st centuries, it is largely irrelevant to pre-modern Japan. To the limited degree it is applicable, this criteria is critically examined in the context of Euro-centric conceptions of a "closed" pre-modern Japanese society.

6. Students will understand the roots and structures of today's globalized world.

While this criteria may well apply for much of the world from the 17th century onward, especially in the 20th and 21st centuries, its relevance to pre-modern Japan is largely limited to the half century leading up to Perry's arrival. Within that context this criteria is addressed at the end of the course.

Texts (available at Student Book Exchange; also on reserve at Thomson Library):

1. Farris, Wm. Wayne. Japan to 1600: A Social and Economic History, University of Hawai'i Press, 2009, ISBN: 978-0-8248-3379-4 (an electronic copy is available at <http://library.ohio-state.edu/search~S7?/tjapan+to+1600/tjapan+to+1600/1%2C1%2C2%2CB/frameset&FF=tjapan+to+1600+a+social+and+economic+history&2%2C%2C2>, but not a hard copy).
2. Katsu Kokichi, Musui's Story, Arizona, ISBN: 978-0816512560

3. Keene, Donald, (trans), Chushingura, Columbia Univ. Press ISBN: 0231035314
4. McCullough, Helen Craig, Genji and Heike, Stanford ISBN: 0804722587 (SELECTIONS AVAILABLE ON COURSE WEB SITE)
5. Lu, David. Japan: A Documentary History M.E. Sharpe, 1996 (SELECTIONS **available on line** via OSU libraries, <http://www.netlibrary.com.proxy.lib.ohio-state.edu/Details.aspx>, and AVAILABLE ON COURSE WEB SITE):
6. Conrad D. Totman Japan Before Perry, University of California Press, 1982, ISBN: 0520041348 (SELECTIONS AVAILABLE ON COURSE WEB SITE)

Other readings will be assigned and available through electronic reserves or through the class web site.

Several additional works can serve as introductions to additional, more specific topics and as reference works that will provide more detailed explanations, dates, etc. that will be useful in preparing for quizzes and essays.

The Encyclopedia of Japan, 9 vols., Kodansha (main library)

Papinot, Edmond, Historical and Geographical Dictionary of Japan, Tuttle, 1972

*Sansom, George. A History of Japan (3 vols), Stanford University Press, 1958.

*Totman, Conrad. A History of Japan, Blackwell, 1999.

*On Reserve, main library.

Resource for term paper authors: John Dower and Timothy George, comp. *Japanese History and Culture from Ancient to Modern Times: Seven Basic Bibliographies* (East Asian Reference Room, Main Library)

Class Web Site: This class has a web site which you can access at www.carmen.osu.edu. Students are automatically registered and log in with their OSU username and password. This site houses copies of the class syllabus, and other class materials.

Examinations, Papers and Evaluation:

- 1) Regular class attendance and participation in discussions is expected.
- 2) Students will be taking a number of on-line, objective-style quizzes. There will be a limited time in which to take each of these quizzes. There will be at least three, announced well in advance of the time you are to take them.
- 3) Students will write two papers that build on assigned readings but go beyond them. **Paper I is due APR 20; Paper II is due MAY 25. See instructions for paper format and submission below.** Maximum length is eight (8) pages (excluding bibliography, title page, and footnotes).

- 4) All undergraduate students have the option to write a research-based term paper IN PLACE OF THE SECOND PAPER ASSIGNMENT. **ALL TOPICS MUST BE APPROVED BY THE INSTRUCTOR BEFORE BEGINNING RESEARCH.** Students who want to pursue this option make that determination EARLY, begin to explore possible topics and discuss them with the instructor as soon as possible. Graduate students must write a research paper and their papers will be longer and reflect more sophisticated research and analytical skills than undergraduate papers. Undergraduates choosing this option will also earn extra credit. (N.B. Students who think they may want to ask the instructor for a letter of reference for a graduate program are STRONGLY ENCOURAGED TO TAKE THIS OPTION since I find it is very difficult to write an effective letter without having some clear evidence of a student's ability to successfully conduct independent research, carry out thoughtful analysis, and write well.)
- 5) There will be final exam (essay, take-home) based on materials presented in the course.
- 6) **Late Work & Make-ups.** Except for clear medical emergencies, late work and make-up exams will not be permitted without prior authorization from the instructor. Unauthorized late submission of work after the specified submission time will be penalized a half letter grade for each day it is late, including weekend and holidays.

INSTRUCTIONS FOR ALL ESSAY ASSIGNMENTS (mid-term papers, term papers & final)

- **Web-based materials are NOT to be used without EXPLICIT, PRIOR PERMISSION from the instructor.**
- SUBMIT A DIGITAL COPY of each essay assignment via e-mail to the Carmen dropbox for the class IN ADDITION TO THE HARD COPY. ****IF BOTH ARE NOT SUBMITTED PRIOR TO THE START OF THE CLASS WHEN DUE, THE ASSIGNMENT IS LATE AND WILL BE MARKED DOWN.****
- ALL essay assignments should have a SEPARATE COVER PAGE which includes a DESCRIPTIVE TITLE, your name, course title, date and professor's name. PAPERS SUBMITTED WITHOUT THE COVER PAGE ARE COUNTED AS LATE and will have credit deducted until a copy with the proper title page is submitted.
- Papers should be double-spaced, use 12 point font, and be carefully proof-read.
- Include a properly formatted bibliography of works consulted (including proper use of underlining/italics/quotation marks for titles of different kinds of sources).
- All quotations, paraphrases, and sources of ideas not your own are to be fully and properly footnoted (in other words, no plagiarism or similar breach of the OSU Code of Student Conduct!).
- All pages must be numbered in the upper right-hand corner, beginning with the

SECOND page of text. Headers, flush with the left-hand margin on the same line as the page number, should include the student's full name. PAPERS SUBMITTED WITHOUT THE PROPER HEADER AND PAGE NUMBERS ARE COUNTED AS LATE and will have credit deducted until a copy with the proper title page is submitted.

Attendance: Students are expected to attend all classes except when you are sick or dealing with a true emergency, be on time, be prepared for and participate in discussion, planned or impromptu. You should be on time and to be in class. Attendance is taken at the start of class; latecomers are counted as absent. **Excessive absences will result in penalties to the final grade that extend beyond the portion of the grade assigned to attendance.**
Computation of the Final Grade:

Grading Policy: A 100–point scale is used, 10 points for each letter grade. An **A** indicates excellence of the highest quality. A **B** indicates above average work, meeting more than the minimum. A **C** indicates that the student minimally does the requirements of the course. In grading papers, I give a grade in the “B” range to papers I judge basically successful, and a grade in the “C” range to papers I judge basically unsuccessful. A paper will have to impress me strongly, one way or the other, to get a higher or lower grade. An “A” paper therefore will be a paper that is not merely good, but genuinely outstanding.

Undergraduates:

10% **Class attendance/participation**

15% **Quizzes (on-line; see schedule of lectures for dates)**

25% **Paper I DUE Feb. 8 (F)**

25% **Paper II DUE Mar. 25 (M)**

30% **Term paper substituted for paper II, includes 5% bonus for undergraduates selecting this option. DUE Mar. 25 (M)**

25% **Final (DUE Scheduled Final Examination Period, start of class):** Essays (take-home) plus Quiz III

Paper I: DUE APR 20 (F) at the START of Class. You are to write an historical analysis of changes in Japanese society from the Heian to early Kamakura eras based on comparisons and contrasts of the material presented in the excerpts from Genji on the one hand, and the “Gokurakuji Letter” and “Konjaku Monogatari” on the other. Treat these as historical sources, not as literature.

Consider the following kinds of questions:

- To what developments and characteristics of Japanese society do these documents testify?

- What **significant** similarities and differences do you find when you compare Genji to the latter two documents?
- Why are the similarities and differences present? To what degree are differences attributable to different historical circumstances of the eras in which the documents were composed?
- To what degree can you discern the influence of China in these materials and has that influence changed over time? How do you account the similarities and differences?

To do this assignment, you need to select a limited number of themes to which these sources speak. Don't try to explore all of the similarities and differences you find, but only those that you find particularly striking or interesting and that you can treat effectively within the assigned maximum length.

Bear in mind that you want to develop a cohesive argument throughout the paper presenting/discussing appropriate evidence in support of the claims you make. You may make use of other materials, including other assigned or recommended readings, but you should **focus primarily on the evidence presented in the documents themselves**, NOT the translator introductions to the documents/translations.

Length: Eight (8) pages maximum, exclusive of title page (required), bibliography(required) and notes. APA citation style acceptable.

I strongly encourage you to discuss your ideas for the paper with the instructor (not the grader). However, if you wait until the last minute it may not be possible to respond to all e-mails or to make appointments to meet with everyone.

Paper II: DUE Mar. 25 (M) at the START of Class. You are to write an essay that develops some subject treated in *Chushingura*. You should utilize additional resources, some of which may come from other required or suggested readings in this course.

The essay can deal with popularized images of the samurai, differences between the values of samurai in the Edo period as compared to earlier times, the development of Edo politics, the role of Genroku literary/artistic culture that forms the background for the play, or, **if you have ideas other than these, discuss them with the instructor.**

All students must get **prior approval** for their topics. Eight (8) pages maximum, exclusive of title page (required), bibliography(required) and notes. APA citation style acceptable.

TERM PAPERS for undergraduates are also due at this time and should be 9-12 pages, excluding title page and bibliography. Topics for term papers MUST be cleared with the instructor (not the grader) in advance.

Graduate Students: Graduate students will need to consult with the instructor to determine additional work required beyond the undergraduate obligations. Graduate students **MUST** do a research paper (about 18 pages) that will count for 25% of the final grade (note: no bonus credit is assigned for graduate student research papers).

Enrollment: All students must be officially enrolled by the end of the second full week of the quarter. No requests to add will be approved by the department chair after that. Proper enrollment is solely your responsibility.

Important Guidelines:

CARDINAL CLASS RULE: IF YOU HAVE ANY QUESTIONS OR NEED HELP regarding class responsibilities, grading, and so forth, PLEASE talk with the instructor! I am glad to help. If you are reluctant to ask questions in class, please discuss your questions with me before or after class, during office hours, or by appointment. If you drop by my office and I am out, PLEASE leave a note, with your name and telephone number, and I will call you back.

COURTESY: Any behavior that distracts fellow students or the instructor, e.g., late arrival, early departure, eating, drinking, chatting, reading the newspaper, watch alarms, etc., is not acceptable. Please be considerate of others in the classroom. If you have questions or comments, share them with the class -- your talking will distract others; failure to raise a point in class or ask for clarification may mean that everyone loses a chance to learn something.

Lecture Topics and Assignments:

Readings for each unit should be completed **before** the lectures on that unit begin. For example, readings for Topic 2 should be completed before the first class period scheduled for that topic. To spread the reading a bit more evenly, some readings anticipate the subject for the *following* week.

Week 1 (Jan. 7-) Introduction; Birth of Japan

Required Readings: Farris, Chapter 1; Lu: Japan in the Wei Dynastic History & Yamato Takeru (11-17 docs 4, 5); **Suggested readings:** Ivan Morris, *The Nobility of Failure* ch 2 "Yorozu: The Emperor's Shield" (digital); William Ritchie Wilson, "The Way of the Bow and Arrow. The Japanese Warrior in Konjaku Monogatari," *Monumenta Nipponica* Vol. 28, No. 2 (Summer, 1973), pp. 177-233

Discussion Questions: 1. Dynastic Histories: What sort of society is depicted in these documents? How does it compare to China? 2. Yamato Takeru: How reliable is the document about history? On what subjects is it reliable? What does this document suggest about early Japanese society? Values associated with cultural heroes?

Week 2 (Jan. 14-) Sinification of Japan

Required Readings: Farris, Chapter 2; Lu, Administrative Sinification: (23-36 docs 1-3 17 Article Constitution, Taika Reforms, Taiho/Yoro Codes); Provincial Temples (49-50 doc 8)

Discussion Questions: 1. 17-Article Constitution: In what sense is this a constitution? What problems of control are implied? Why adopt these solutions? 2. Taika: What does this imply about degree of control of the government? How does it differ from the Constitution? 3. What are the implications of this policy for understanding the nature of government? Religion? Impression of administrative structure? Can Japan support it at this time? What is the role of Buddhism & the erection of temples at Imperial expense?

Week 3 (Jan. 21- [Note: No Class Monday, MLK Celebrated] Sinification (Continued) and Heian Culture

Required Readings: Farris, Chapter 3 & 4; McCullough, Selected Genji chapters in *Genji and Heike*: “The Broom Tree,” “Yugao,” “Suma,” “Akashi” chapters (on-line through class web site)

Discussion Questions: What do the Genji sections tell us about court society? Think broadly as well as focusing on personal relationships.

Week 4 (Jan. 28-) Heian Culture (Con’t) & Birth of Medieval Japan

Required Readings: Farris, Chapter 4

Quiz I: Feb. 1 (F) (through end of Heian)

Week 5 (Feb. 4-) Mongol Invasions & Popularizing Buddhism

Required Readings: Farris, Chapters 4 (review) & 5; Wilson, “The Way of the Bow and Arrow. The Japanese Warrior in Konjaku Monogatari” and Steenstrup, “The Gokurakuji Letter” both available through the [class web site](#). Lu: Salvation through Nenbutsu (121-26 doc 1); On the Salvation of Women (131-2 doc 6); Dogen and the Meaning of Zen (138-142 doc 9); Lotus, Buddhism & Nationalism (142-45 docs 10-13);

Suggested readings: Ivan Morris, *The Nobility of Failure* ch 6 “Kusanoki Masashige: Seven Lives for the Nation”; Osumi Kazuo, “Buddhism in the Kamakura Period,” *Cambridge History of Japan* III, 544-582; William H. McCullough, “The Azuma Kagami Account of the Shokyu War,” *Monumenta Nipponica* Vol. 23, No. 1/2 (1968), pp. 102-155; William H. McCullough, “Shokyuki. An Account of the Shokyu War of 1221,” *Monumenta Nipponica* Vol. 19, No. 1/2 (1964), pp. 163-215; William H. McCullough, “Shokyuki: An Account of the Shokyu War of 1221,” *Monumenta Nipponica* Vol. 19, No. 3/4 (1964), pp. 420-455

Discussion Questions: 1. What do the “Konjaku” and “Gokurakuji” tell us about military society? 2. How is “private” land acquired? Why allow this? Are incentives purely

economic? 3. How does the approach of religious leaders to potential followers differ from earlier periods as seen in these three documents, e.g., compared to ideas seen in the rationale for the establishment of provincial temples? 4. What characteristics do these three religious documents share about the location of the potential for enlightenment or salvation? How do their approaches differ? What are the implications of differences?

DUE: Feb. 8 (F): Paper I

Week 6 (Feb. 11-) Ashikaga Japan & Growth of a Money Economy

Required Readings: Farris, Chapter 6; Tonomura, et al. *Women and Class in Japanese History*, pp 81-135 (three essays on gender roles, family and medieval women's organizations, through class web site, items E, F, and G by Wakita, Kato and Tabata); Lu: Agricultural Development and Village Community (160-63 docs 13-16); Rise of a Money Economy (163-66 Docs 17-22); Development of Ichi & Za (166-67 docs 23-24)

Suggested Readings: Carl Steenstrup, "Sata Mirensho: A Fourteenth-Century Law Primer," *Monumenta Nipponica* Vol. 35, No. 4 (Winter, 1980), pp. 405-435; James Kanda, "Methods of Land Transfer in Medieval Japan," *Monumenta Nipponica* Vol. 33, No. 4 (Winter, 1978), pp. 379-405

Discussion Questions: Why is the economy growing at this time? Is there a relationship between inefficient political control at the center and economic opportunities in multiple sectors of society? What is happening to the position of women during this time period? What is happening to the warrior class (samurai) at this time? Is there a relationship between general developments in society at this time and what is happening to women?

Week 7 (Feb. 18-) Ashikaga Japan & Growth of a Money Economy (Con't)

Required Readings: Review Week 5 Readings; read at least one of the "suggested readings" for Week 5.

Week 8 (Feb. 25-) Warring States I

Required Readings: Farris, Ch. 7; Lu, Daimyo house codes (175-186; Docs 3-7); Markets & Barriers (188-89 Docs 9-10);

Suggested Readings: Carl Steenstrup, Hojo Soun's Twenty-One Articles. The Code of Conduct of the Odawara Hojo," *Monumenta Nipponica* Vol. 29, No. 3 (Autumn, 1974), pp. 283-303; Carl Steenstrup, "The Imagawa Letter: A Muromachi Warrior's Code of Conduct Which Became a Tokugawa Schoolbook," *Monumenta Nipponica* Vol. 28, No. 3 (Autumn, 1973), pp. 295-316

Discussion Questions: Is this a period of destruction or creativity? In what sense might these labels be appropriate? Overall, how should we view this period in Japanese history in relationship to what preceded and followed it?

Week 9 (Mar. 4-) Reconsolidation

Required Readings: Farris, Chapters 7 (review) & 8; Lu: Hideyoshi' order (189-95 Docs 11-15).

Suggested Readings: Ivan Morris, *The Nobility of Failure* ch 7, "Amakusa Shiro: Japanese Messiah," John M. Rogers, "Arts of War in Times of Peace. Archery in Honcho Bugei Shoden *Monumenta Nipponica*," Vol. 45, No. 3 (Autumn, 1990), pp. 253-260

Discussion Questions: Where does effective political and administrative power lie in the Tokugawa governing order? How can we explain the establishment of more than two centuries of peace given this configuration?

Week 10 (Mar. 11-) Spring Break; No Classes

Week 11 (Mar. 18-) Pacification

Required Readings: Farris, Chapters 8 (review); Lu, Laws of the Military Houses (206-8 Docs 2-3); Rural control (212-18, Docs 8-10); *Chushingura* (first half or more)

Week 12 (Mar. 25-) Economic Growth, Urban/Rural Society & Samurai Apotheosis

Required Reading: Totman, Ch. 4, 145-164; Lu, Commercial growth (229-41; Docs 18-26); *Chushingura* (finish);

Suggested Readings: Michiko Y. Aoki; Margaret B. Dardess, "The Popularization of Samurai Values. A Sermon by Hosoi Heishu," *Monumenta Nipponica* Vol. 31, No. 4 (Winter, 1976), pp. 393-413;

Quiz II: Mar. 25 (M) (through end of Ashikaga into 16th century)

Week 13 (Apr. 1-) Economic Transformations

Required Reading: Required Readings: Totman, Ch. 4 p. 188-99; Yokota Fuyuhiko, "Imagining Working Women in Early Modern Japan," in Tonomura, et al. *Women and Class in Japanese History*, pp 153-167 (class web site); J. Mark Ramseyer, "Thrift and Diligence. House Codes of Tokugawa Merchant Families," *Monumenta Nipponica* Vol. 34, No. 2 (Summer, 1979), pp. 209-230 (class web site);

Suggested readings: Constantine N. Vaporis, "Caveat Viator. Advice to Travelers in the Edo Period," *Monumenta Nipponica* Vol. 44, No. 4 (Winter, 1989), pp. 461-483; Anne Walthall, "Village Networks. Sodai and the Sale of Edo Nightsoil," *Monumenta Nipponica* Vol. 43, No. 3 (Autumn, 1988), pp. 279-303; Ronald P. Toby, "Both a Borrower and

a Lender Be. From Village Moneylender to Rural Banker in the Tempo Era," *Monumenta Nipponica* Vol. 46, No. 4 (Winter, 1991), pp. 483-512

Week 14 (Apr 8-) Intellectual Transformation & the Undermining the Tokugawa Order

Required Reading: Totman, Ch. 4 p. 164-end; Lu, Confucianism (249-255, Docs 5-6); National Learning (266-72, Docs 11-12).

Suggested Readings: Sey Nishimura, "The Way of the Gods. Motoori Noriaga's Naobi no Mitama," *Monumenta Nipponica* Vol. 46, No. 1 (Spring, 1991), pp. 21-41; John S. Brownlee, "The Jeweled Comb-Box. Motoori Norinaga's Tamakushige," *Monumenta Nipponica* Vol. 43, No. 1 (Spring, 1988), pp. 35-44; Richard Devine, "Hirata Atsutane and Christian Sources," *Monumenta Nipponica* Vol. 36, No. 1 (Spring, 1981), pp. 37-54; Ivan Morris, *The Nobility of Failure* ch 8, "Oshio Heihachiro: Save the People!" (on line)

DUE: Paper II Apr 10

Week 15 (Apr 15-): Japan & the World on the Verge of Restoration

Required Reading: Review Totman, Ch. 4 p. 164-end; Lu, Samurai Ideals (261-63, Doc 9); *Musui's Story* (all)

Week 16 (Apr 22-): Wrap-up:

Final Exam Apr 24 Take-home essays due, Quiz III (16th century through end of Tokugawa)

Plagiarism: Since this is an upper division course, I assume you have completed the basic English courses required by the university, that you have completed UVC 100 or its equivalent, and that you are familiar with how to properly cite books, articles, etc., as well as all other university regulations regarding plagiarism and academic misconduct. If you have questions about how to cite something, an article in a book of collected essays for example, please consult Turabian or another manual for authors. You will be held responsible for proper citation as appropriate for the written assignments in the course. **All work submitted must be the student's own original work, created solely for this class.**

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, www.ods.ohio-state.edu

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

FROM: Randolph Roth, Chair, Undergraduate Teaching Committee, Department of History

RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social Diversity in the U.S., and Diversity: International Issues

Assessment Goals and Objectives

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.